

# Languages Other than English Single Subject Matter Standards for the Single Subject Teaching Credential

California Commission on Teacher Credentialing  
Approved May 2004



## **Preconditions for the Approval of Subject Matter Programs in Languages Other than English**

To be approved by the Commission, a Subject Matter Program in Languages Other than English must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Languages Other Than English shall prepare prospective teachers in one language other than English, and shall include at least 33 semester units (or 50 quarter units) of advanced (non-introductory) coursework in the language and in related subjects commonly taught in California public schools.
- (2) The program coursework in (or directly related to) a language other than English shall include language, culture, linguistics, literature, and other related subjects commonly taught in California public schools. All courses used to meet the standards in the program shall be taught in the target language, with the exception of programs for classical languages such as Greek and Latin.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.



## **Standards Common to All**

### **Standard 1: Program Philosophy and Purpose**

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

#### **Required Elements:**

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the

discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

## **Standard 2: Diversity and Equity**

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

### **Required Elements:**

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

### **Standard 3: Technology**

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

#### **Required Elements:**

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.



#### **Standard 4: Literacy**

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

#### **Required Elements:**

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

## **Standard 5: Varied Teaching Strategies**

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

### **Required Elements:**

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

## **Standard 6: Early Field Experiences**

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

### **Required Elements:**

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

## **Standard 7: Assessment of Subject Matter Competence**

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

### **Required Elements:**

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

## **Standard 8: Advisement and Support**

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

### **Required Elements:**

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

## **Standard 9: Program Review and Evaluation**

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

### **Required Elements:**

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

**Standard 10: Coordination**

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

**Required Elements:**

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

## **Languages Other Than English (LOTE) Standards**

### **Standard 11: Program Philosophy and Purpose**

The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution's concept of a well-prepared teacher of language.

#### **Required Elements:**

- 11.1 The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants' awareness of recent paradigms and research in language, literature, culture and linguistics.
- 11.2 The program philosophy and intended outcomes are consistent with the major themes and emphasis of the Foreign Language Framework for California Public Schools K-12, other state curriculum documents, and nationally adopted guidelines for teaching languages.
- 11.3 The program philosophy recognizes that all students are capable of learning languages in addition to their primary language and should have access to a variety of language learning opportunities.
- 11.4 The program philosophy values candidates' diverse language and cultural backgrounds and acknowledges the need to respond to the strengths and needs of prospective candidates.
- 11.5 The program provides both formative and summative assessment of candidate competencies.
- 11.6 The program philosophy recognizes that prospective teachers need to understand and value the role of culture in language acquisition and are able to function in multiple cultural contexts.



## **Standard 12: Nature of Language**

The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.

### **Required Elements:**

- 12.1 The program develops candidates' abilities to demonstrate an understanding of the nature, purposes and uses of language, including the basic elements of language structure as well as the universal characteristics of human language.
- 12.2 The program prepares candidates to analyze the processes by which languages change over time to understand how languages vary geographically, socially, and ethnographically and to describe the relationships among different languages.
- 12.3 The program prepares candidates to demonstrate an understanding of the communicative functions of language and how those functions vary depending upon the context and purpose of the communications.
- 12.4 The program prepares candidates to demonstrate an understanding of the language acquisition process; developmental patterns of language learning; the cognitive, affective, and social factors impacting language teaching and learning; and the interrelationship of language and culture.

### **Standard 13: Linguistics of the Target Language**

The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.

#### **Required Elements:**

- 13.1 The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the target language.
- 13.2 The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in target language samples.
- 13.3 The program requires prospective teachers to analyze and contrast linguistic structures, and compare and contrast words, idioms and inflections of the target language and English.
- 13.4 The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of the target language discourse.

#### **Standard 14: Literary and Cultural Texts and Traditions**

The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media.

##### **Required Elements:**

- 14.1 The program requires prospective teachers to analyze, interpret and reflect upon the major movements, genres, writers and works in the literature of the target language.
- 14.2 The program requires prospective teachers to analyze the elements of literary works and interpret the use of rhetorical and literary techniques.
- 14.3 The program requires prospective teachers to identify and analyze the historical, social and cultural influences on works of literature in the target language
- 14.4 The program requires prospective teachers to interpret changes over time in the target culture by using their knowledge of the literary and cultural traditions of the target culture.
- 14.5 The program requires prospective teachers to identify and analyze the ways in which literary and intellectual works and movements of cultures associated with the target language both reflect and shape those cultures.
- 14.6 The program requires prospective teachers to analyze and interpret a wide range of literary and cultural texts as represented by a variety of forms and media.
- 14.7 The program requires prospective teachers to evaluate the use of language to inform, persuade, and evoke reader response.

## **Standard 15: Cultural Analysis and Comparison**

The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas.

### **Required Elements:**

- 15.1 Candidates develop an understanding of how a culture manifests itself through multiple perspectives.
- 15.2 Candidates compare and contrast various elements of the target culture with those of other cultures.
- 15.3 Candidates demonstrate an understanding of how factors such as geography, politics, history, religion, education and socio-economic systems, as well as prominent figures, affect the target culture(s).
- 15.4 Candidates demonstrate an understanding of how the practices and products of a target culture reflect cultural perspectives..
- 15.5 Candidates identify and analyze stereotypes and their effects on the perceptions of and attitudes toward the target culture(s).

## **Standard 16: Language and Communications: Listening Comprehension**

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the states of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker's purposes, assumptions and intended audience.

### **Required Elements:**

- 16.1 The program requires candidates to demonstrate an understanding of the main ideas and significant details in a variety of authentic contexts (literal comprehension of spoken language).
- 16.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in oral messages (inferential and interpretative comprehension of spoken communication).
- 16.3 The program requires prospective teachers to analyze and evaluate oral messages in relation to their purposes, contexts and points of view (critical analysis of spoken communication).

## **Standard 17: Language and Communications: Reading Comprehension**

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language. Candidates who are readers of languages using a Roman alphabet will identify main ideas and details, move beyond literal comprehension and identify the author's perspective(s) or cultural perspective(s), and candidates who are readers of languages using a non-Roman alphabet will demonstrate a literal level of comprehension, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. The program also requires that prospective teachers demonstrate the ability to think critically about what they read and to evaluate texts from a variety of media in the target language.

### **Required Elements:**

- 17.1 The program requires that prospective teachers identify and comprehend the main idea and significant details within a given text (literal comprehension).
- 17.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in a variety of texts (inferential and interpretative comprehension of texts and other media).
- 17.3 The program requires candidates to apply critical reasoning skills to texts from a variety of media, including written and electronic media (critical analysis of texts and other media).

## **Standard 18: Language and Communications: Oral Expression**

The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language. Candidates in Group I, II and III languages on the FSI (Foreign Service Institute) scale must speak at a minimum level of Advanced-Low and candidates in Group IV languages must speak at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes.

### **Required Elements:**

- 18.1 The program develops candidates' abilities to communicate effectively in informal settings, including both ordinary and unexpected situations, as well as in formal settings. Each candidate uses different registers and styles of speech appropriate to diverse audiences, as appropriate to the target language.
- 18.2 The program prepares prospective teachers to understand and use appropriate oral discourse for different communicative purposes including narrating, requesting, persuading, comparing and contrasting. Candidates formulate and defend hypotheses as well as speak effectively on abstract topics and themes, as appropriate to the target language.
- 18.3 The program requires prospective teachers to acquire and demonstrate competence in expressing ideas, using culturally appropriate language across a range of content, including the arts, literature, politics, society and current events appropriate to the target language.

## **Standard 19: Language and Communications: Written Expression**

The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language. Candidates in languages that use the Roman alphabet, including classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, and candidates in languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types.

### **Required Elements:**

- 19.1 The program requires candidates to write in major time frames, employing vocabulary appropriate to purposes, using a variety of linguistic structures and idiomatic expressions.
- 19.2 The program requires prospective teachers to employ a variety of text types in their writings and to accurately express ideas in culturally appropriate language across a range of content.
- 19.3 The program requires prospective teachers to write coherent texts, using appropriate stylistic devices and sociolinguistic parameters for given audiences, purposes and occasions.



## **Standard 20: Connection to Other Disciplines and Language Communities**

The program builds upon “Varied Teaching Strategies” (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.

### **Required Elements:**

- 20.1 The program faculty implements a variety of technology-assisted teaching and learning experiences that assist students to identify and interact with the local, regional and international language communities associated with the target language.
- 20.2 The program integrates content from other disciplines to strengthen interdisciplinary competency in the target language.
- 20.3 The program requires students to analyze the role and importance of media in communication in the target language.
- 20.4 The program requires students to know professional opportunities related to languages and the role of language competency in careers and professional issues in a global context.
- 20.5 The program facilitates the interaction of students with local resources and community events that help to deepen and broaden prospective teachers’ language and cultural background for teaching and learning.

## Languages Other Than English Subject Matter Requirements

### Part I: Content Domains for Subject Matter Understanding and Skill in Languages Other Than English

#### Domain 1. General Linguistics

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

#### 1.1 The Nature of Language

- a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
  - ◆ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
  - ◆ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
  - ◆ Demonstrate an understanding of the distinction between deep structure and surface structure.
- b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
  - ◆ Demonstrate an understanding of the classification of languages into families and branches.
  - ◆ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).
  - ◆ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
  - ◆ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies, metaphors, taboos).

## **1.2 Language Use**

- a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
  - ◆ Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
  - ◆ Analyze principles of structure, regularity, and coherence in extended texts.
  - ◆ Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
  - ◆ Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
  - ◆ Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
  - ◆ Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

## **1.3 Applied Linguistics**

- a. Demonstrate an understanding of theories of language acquisition and learning. For example:
  - ◆ Analyze potential differences between learning first and second languages.
  - ◆ Identify the developmental stages through which language learners acquire first and second languages.
  - ◆ Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
  - ◆ Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
  - ◆ Demonstrate an understanding of the creativity and recursive character of human languages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

## **Domain 2. Linguistics of the Target Language**

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They

understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

## **2.1 Language Structures**

- a. Demonstrate an understanding of the phonology of the target language. For example:
  - ◆ Describe the segmentals of the target language and their allophones.
  - ◆ Describe the suprasegmentals of the target language (e.g., significant tones, accents, intonation patterns).
  - ◆ Describe the syllable structure of the target language (e.g., CV, CVC).
  - ◆ Describe the phonological and morphophonemic rules of the target language.
- b. Demonstrate an understanding of the orthography of the target language. For example:
  - ◆ Demonstrate an understanding of the principles of the standard system for writing the target language (e.g., alphabets, syllabaries, logographic systems).
  - ◆ Demonstrate an understanding of the origins and development of different systems for writing the target language.
- c. Demonstrate an understanding of the morphology of the target language. For example:
  - ◆ Understand inflectional morphology (e.g., verb conjugations, noun declensions).
  - ◆ Understand derivational morphology (e.g., rules for forming derived and compound words).
  - ◆ Describe strategies for identifying and using new words in the target language by recombining morphemes.
- d. Demonstrate an understanding of the syntax of the target language. For example:
  - ◆ Demonstrate an understanding of the rules that govern the formation of phrases and sentences.
  - ◆ Demonstrate an understanding of the significance of word order in the target language.
  - ◆ Identify ways in which syntactic patterns in the target language can be used to convey nuances of meaning.
  - ◆ Identify linguistic devices used to create connected and cohesive discourse in the target language.
- e. Demonstrate an understanding of the semantics of the target language. For

example:

- ◆ Demonstrate an understanding of how meanings are structured and communicated in the target language.
  - ◆ Demonstrate an understanding of the cultural meaning of words and sentences and the cultural significance of a variety of idiomatic expressions.
- f. Describe changes that occur in the target language over time.

## **2.2 Error Analysis**

- a. Identify, analyze, and correct grammatical and mechanical errors in the target language.

## **2.3 Contrastive Analysis**

- a. Analyze and contrast linguistic structures of the target language and English.
- b. Compare and contrast particular words, idioms, and inflections in the target language and English.

## **2.4 Sociolinguistics and Pragmatics**

- a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. For example:
- ◆ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
  - ◆ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).
- b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

## **Domain 3. Literary and Cultural Texts and Traditions**

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the

ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

### **3.1 Major Movements, Genres, Writers, and Works**

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

### **3.2 Analysis of Literary and Cultural Texts**

- a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).
- b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.
- c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

## **Domain 4. Cultural Analysis and Comparisons**

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are

able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

#### **4.1 Cultural Perspectives**

- a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
- b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

#### **4.2 Cultural Practices**

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives. For example:
  - ◆ rituals and traditions
  - ◆ social institutions such as marriage and family
  - ◆ social status and social relationships
  - ◆ holidays and festivals
  - ◆ health practices and traditions
  - ◆ patterns of work and leisure
  - ◆ culinary traditions and practices
- b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

#### **4.3 Cultural Products**

- a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
  - ◆ architecture
  - ◆ works of art (e.g., painting, sculpture, handicrafts)
  - ◆ artistic performance (e.g., music, dance, drama)



- ◆ literature
- ◆ technology and media (e.g., Web sites, advertisements)
- ◆ entertainment
- ◆ fashion
- ◆ manufactured goods

(American Council on the Teaching Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

## **Domain 5. Language and Communication: Listening Comprehension**

Candidates demonstrate proficiency in the comprehension of oral messages in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to listen effectively and understand oral messages in the target language for various purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended oral messages, including monologues, conversations, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of oral messages, but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about oral messages and to evaluate them in relation to logical and stylistic standards and social relationships, as well as the speaker's purposes, assumptions, and intended audience.

### **5.1 Literal Comprehension of Spoken Communication**

- a. Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts. For example:
  - ◆ Understand the main point of an oral message.
  - ◆ Identify the sequence of steps described in a set of spoken directions.
  - ◆ Recognize a stated cause or effect in a situation described in an oral message.
  - ◆ Choose or provide an appropriate response to a spoken question or comment.
  - ◆ Respond appropriately to a request for information.



## **5.2 Inferential and Interpretive Comprehension of Spoken Communication**

- a. Make deductive and inductive inferences based on information contained in oral messages. For example:
  - ◆ Draw conclusions based on information presented in oral messages.
  - ◆ Characterize the tone or mood of one or more speakers.
  - ◆ Infer the social relationships among speakers (e.g., gender, age, social status).
  - ◆ Analyze a personal relationship implied but not stated in an oral communication.
  - ◆ Interpret the cultural context of spoken communications.

## **5.3 Critical Analysis of Spoken Communication**

- a. Analyze and evaluate oral messages in relation to their purpose, context, and point of view. For example:
  - ◆ Analyze a speaker's assumptions or point of view.
  - ◆ Analyze the historical, social, or cultural context of an oral message.
  - ◆ Evaluate the sufficiency and reliability of evidence presented in support of statements made in oral messages.
  - ◆ Evaluate the social and cultural appropriateness of the language used in oral messages.
  - ◆ Analyze the communicative and discourse strategies employed in oral messages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

## **Domain 6. Language and Communication: Reading Comprehension**

Candidates demonstrate proficiency in the comprehension of written texts in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to read effectively and understand written texts in the target language for multiple purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret a variety of texts written in the target language, including expository prose, personal essays, newspaper and magazine articles, narratives and descriptions, correspondence, Web sites, electronic messages, and realia (e.g., signs, flyers, menus). Candidates interpret written texts on a number of levels, analyzing them from multiple perspectives, synthesizing concepts and ideas, and giving detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about what they

read and to evaluate written texts in relation to logical and stylistic standards and social relationships, as well as the author's purposes, assumptions, and intended audience.

### **6.1 Literal Comprehension of Written Texts**

- a. Demonstrate an understanding of the main ideas and significant details of written texts. For example:
  - ◆ Demonstrate an understanding of the main idea or compose an accurate summary of a written text.
  - ◆ Recognize supporting evidence for an argument made in a passage.
  - ◆ Analyze a passage to determine a causal or temporal sequence of events.

### **6.2 Inferential and Interpretive Comprehension of Written Texts**

- a. Make deductive and inductive inferences based on information contained in written texts. For example:
  - ◆ Make inferences about purpose and audience from information provided in a passage.
  - ◆ Identify a writer's intent, assumptions, or point of view.
  - ◆ Recognize implied cause-and-effect relationships in a passage.
  - ◆ Interpret figurative language (e.g., metaphors, similes) in a passage.
  - ◆ Draw conclusions from information presented in a passage.
  - ◆ Analyze a passage to determine assumptions that are implied, but not explicitly stated, in the passage.

### **6.3 Critical Analysis of Written Texts**

- a. Apply critical reasoning skills to written texts. For example:
  - ◆ Analyze the historical, social, and cultural contexts of written texts.
  - ◆ Analyze relationships among ideas in written texts.
  - ◆ Distinguish between fact and opinion in written texts.
  - ◆ Assess the sufficiency and reliability of evidence presented in support of statements made in written texts.
  - ◆ Recognize fallacies in the logic of a writer's argument.
  - ◆ Assess the credibility, objectivity, or bias of material contained in written texts.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

## **Domain 7. Language and Communication: Oral Expression**

Candidates demonstrate proficiency in oral expression in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills.

Candidates demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various purposes in different contexts, employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

### **7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts**

- a. Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
  - ◆ Speak appropriately within the context of everyday situations (e.g., school, work, shopping).
  - ◆ Respond to a variety of unexpected situations (e.g., misplaced luggage at an airport) by explaining or describing events or by requesting assistance.
  - ◆ Formulate and defend a hypothesis in response to a given situation.
  - ◆ Narrate or describe a personal experience.
  - ◆ Deliver oral presentations on a wide variety of topics to diverse audiences.
  - ◆ Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.
  - ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
  - ◆ Take a position on an issue and support it with persuasive evidence.
  - ◆ Demonstrate the ability to speak effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

### **Domain 8. Language and Communication: Written Expression**

Candidates demonstrate proficiency in written communication in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills.

Candidates write in major time frames, employ vocabulary appropriate to purpose and audience, and use a variety of different syntactic structures. When writing texts of several paragraphs in length, they demonstrate competence in the use of a variety of cohesive devices and discourse strategies. Candidates demonstrate the ability to write effectively in the target language for various purposes in different contexts, employing a variety of text types, and to accurately express ideas in culturally appropriate language and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they demonstrate the ability to express themselves through formal and informal writings on practical, social, and professional topics and to write about issues and events of public and personal relevance through extended written texts.

### **8.1 Writing in the Target Language for a Variety of Purposes in Authentic Contexts**

- a. Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
  - ◆ Demonstrate the ability to compose written texts in appropriate orthography and writing systems.
  - ◆ Compose personal correspondence.
  - ◆ Compose formal correspondence for a variety of purposes and audiences.
  - ◆ Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).
  - ◆ Write extended narratives and detailed descriptive accounts of events.
  - ◆ Formulate and defend a hypothesis in response to a given situation.
  - ◆ Describe the reasoning behind a personal or professional decision.
  - ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
  - ◆ Take a position on an issue and support it with persuasive evidence.
  - ◆ Demonstrate the ability to write effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)